



2. Characteristics of teaching/learning videos

Teaching/learning videos are an effective and popular tool in the modern educational landscape. They offer numerous advantages that support the learning process and make it easier to understand complex contents. This section will name and briefly explain the main characteristics of teaching/learning videos:

Audiovision: Visual and auditory support

Teaching/learning videos combine visual and auditory elements to convey information in different ways. This multi-modality helps to improve understanding through the multi-channel utilisation of working memory, as learners can both see and hear a concept being explained. They capitalise on the intrigue and familiarity of the moving image, which creates a lower barrier to entry for learners, providing an effective and engaging way to convey complex content and support learning.

(Krause, 2024)

Remote access to videos

Teaching/learning videos are usually available online and can therefore be accessed from anywhere, enabling flexible learning regardless of location.

It should be noted that the accessibility of these videos depends on various factors, such as whether they are made available via the internet, intranet or password-protected learning platforms. The quality of the end devices (e.g. FullHD or UHD/4k-capable devices) and internet access (data volume, transfer rate) are also crucial for smooth use by educators and learners.

(Krause, 2024)

Flexible schedules and self-determined learning

Teaching and learning videos offer the advantage of being able to be accessed at any time. This allows students to learn at their own pace by pausing, rewinding or replaying the videos to understand the content fully. Unlike traditional lectures, teaching/learning videos can be repeated as often as required, allowing students to view and practise difficult content several times until they have mastered it. But beware: this flexibility is not available in the case of pure live broadcasts.

(Krause, 2024)



Didactic structure

Teaching and learning videos should be carefully planned and produced in accordance with the concept and content. The videographic preparation of a topic should follow didactic considerations and ideally be embedded in larger didactic contexts, such as a comprehensive teaching concept. This structured approach ensures that the videos are not only informative but also educationally valuable.

Well-designed teaching/learning videos therefore follow a clear didactic structure and begin with an introduction to the topic. This is followed by a step-by-step explanation of the content and ends with a summary or application of the concepts learnt. It is also possible to integrate interactive elements such as questions, quizzes or tasks directly into the video. This encourages active engagement with the subject matter and deepens understanding.

(Krause, 2024)

Sources:

Krause, N. (2024). Was sind Lehr- und Lernvideos? Teil I: Charakteristika und Didaktik. twillo. Retrieved June 11, 2024, from <https://www.twillo.de/oer/web/was-sind-lehr-und-lernvideos-teil-i-charakteristika-und-didaktik/>